



## Ascentis Level 3 Certificate in Forest School Programme Leadership

### Specification

**This qualification is being withdrawn. The last date of registration for learners is 31<sup>st</sup> July 2026 after which no further learners can be registered. The certification end date is 31<sup>st</sup> July 2027. If you require any further clarification, please email [development@ascentis.co.uk](mailto:development@ascentis.co.uk).**

<b>Ofqual Number:</b>	<b>600/8963/5</b>
Ofqual Start Date:	01/05/2013
Ofqual End Date:	31/07/2026
Ofqual Certification End Date:	31/07/2027

## ABOUT ASCENTIS

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Ascentis was originally established in 1975 as OCNW, a co-operative scheme between Universities and Colleges of Further Education. Ascentis was the first 'Open College' in the UK and served the needs of its members for over 34 years. Throughout this period, OCNW grew yet maintained its independence in order that it could continue to respond to the requirements of its customers and provide a consistently high standard of service to all centres across the country and in recent years to its increasing cohorts of overseas learners.

In 2009 OCNW became Ascentis - a company limited by guarantee and a registered educational charity.

**Ascentis** is distinctive and unusual in that it is both:

- **an Awarding Organisation** regulated by the Office of Qualifications and Examinations Regulation (Ofqual)

and

- **an Access Validating Agency (AVA)** for 'Access to HE Programmes' licensed by the Quality Assurance Agency for Higher Education (QAA).

Ascentis is therefore able to offer a comprehensive ladder of opportunities to centres and their students, including Foundation Learning, vocational programmes and progressing to QAA recognised Access to HE qualifications. The flexible and adult-friendly ethos of Ascentis has resulted in centres throughout the UK choosing to run its qualifications.

## ASCENTIS CONTACT DETAILS

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## ASCENTIS LEVEL 3 CERTIFICATE IN FOREST SCHOOL PROGRAMME LEADERSHIP

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### Introduction

The Ascentis Level 3 Certificate in Forest School Programme Leadership enables learners to gain the skills and knowledge required to plan and lead groups in Forest School Programmes and activities. It is designed to meet the needs of teachers, teaching assistants and professionals in training as a Forest School Leader

### Aims

The aims of the qualification are to enable learners to gain the skills and knowledge required to plan and lead groups in Forest School Programmes and activities.

### Target Group

The qualification is designed to meet the needs of teachers, teaching assistants and professionals wanting to train to be a Forest School Leader.

It should be noted that Forest School leaders should be aged 21 plus.

### Ofqual Qualification Number:

- 600/8963/5 Ascentis Level 3 Certificate In Forest School Programme Leadership

## Rules of Combination

Ascentis Level 3 Certificate In Forest School Programme Leadership				
The learner must achieve 18 credits from the Mandatory Group				
<b>Mandatory Group: The learner must achieve 18 credits from the Mandatory Group.</b>				
Title	Level	Credit Value	GLH	Unit ref
Forest School Programmes and the Woodland Environment	3	3	18	A/504/7417
Delivery of a Forest School Programme	3	3	15	H/504/7413
Learning and Development at a Forest School Programme	3	6	30	K/504/7414
Planning a Forest School Programme	3	3	15	M/504/7415
Practical Skills for a Forest School Programme	3	3	18	T/504/7416

Unit certification is available for all units.

## Recommended Guided Learning Hours

The recommended guided learning hours for Level 3 Certificate in Forest School Programme Leadership is 96.

## Total Qualification Time

The total qualification time for Level 3 Certificate in Forest School Programme Leadership is 180.

## Time Limit for the Process of Credit Accumulation and Exemptions

Credit accumulation is usually within the life span of the qualification. Exemptions may have been achieved previous to the qualification start date; each case will be considered separately.

## Recommended Prior Knowledge, Attainment and/or Experience

There is no prior knowledge required for this qualification.

## Age Range of Qualification

This qualification is suitable for learners aged 19+

## Opportunities for Progression

The qualification provides the skills needed to work as a Forest School Leader.

## Mapping/Relationship to National Occupational Standards

This qualification is not mapped to National Occupational Standards.

## Resources to support the Delivery of the Qualification

No resources have been produced to support the delivery of this qualification.

## Centre Recognition

This qualification can only be offered by centres recognised by Ascentis and approved to run this qualification. Details of the centre recognition and qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Qualification Approval

If your centre is already a recognised centre, you will need to complete and submit a qualification approval form to deliver this qualification. Details of the qualification approval process are available from the Ascentis office (tel. 01524 845046) or from the website at [www.ascentis.co.uk](http://www.ascentis.co.uk).

## Registration

All learners must normally be registered with Ascentis within seven weeks of commencement of a course via the Ascentis electronic registration portal.

## Status in England, Wales and Northern Ireland

This qualification is available in England, Wales and Northern Ireland. It is only offered in English. If a centre based overseas (including Scotland) would like to offer this qualification, they should make an enquiry to Ascentis.

## Reasonable Adjustments and Special Considerations

In the development of this qualification Ascentis has made every attempt to ensure that there are no unnecessary barriers to achievement. For learners with particular requirements reasonable adjustments may be made in order that they can have fair assessment and demonstrate attainment. There are also arrangements for special consideration for any learner suffering illness, injury or indisposition. Full details of the reasonable adjustments and special considerations are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

## Enquiries and Appeals Procedure

Ascentis has an appeals procedure in accordance with the regulatory arrangements in the Ofqual *General Conditions of Recognition*<sup>1</sup>. Full details of this procedure, including how to make an application, are available from the Resources/Key Documents area of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk) or through contacting the Ascentis office.

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<sup>1</sup> The Scottish Qualifications Authority (SQA) have developed some high level principles that cover the same requirements as the Ofqual Conditions. These are the SQA Accreditation Regulatory Principles (2011).

## ASSESSMENT AND VERIFICATION ARRANGEMENTS

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### Assessment

All units are internally assessed through the learner building up a portfolio of evidence that covers the relevant assessment criteria, internally assessed and verified by the centre and then externally verified by Ascentis.

On completion of the learners' evidence for either the individual units or the qualification, the assessor is required to complete the Summary Record of Achievement for each learner. The Summary Record of Achievement asks assessors and the internal verifier to confirm that the rules of combination have been followed. This is particularly important in cases where a learner has taken units at different levels. The Summary Record of Achievement form is provided in Appendix 1.

Centres are required to retain all evidence from all learners for external verification and for 4 weeks afterwards should any appeal be made.

### Internal Assessment

Evidence for each unit is through building up a portfolio of evidence to demonstrate that all the assessment criteria within the unit have been achieved. The evidence will be assessed by the assessor at the centre, who may or may not be the tutor teaching the course.

Portfolios of evidence should include a variety of evidence to demonstrate that the assessment criteria for each unit have been met. Examples of evidence that could be included are:

- Observation record
- Questions and discussions
- Photographs
- Video
- Worksheets
- Tape recordings
- Self-assessments
- Workbook activities
- Final multiple choice tests.

If the learner fails to meet the assessment criteria on the first attempt at an activity they may redraft the work following feedback given by the tutor. However tutors must not correct the work of the learner, and all feedback given by the tutor must be included within the learner's evidence.

Learners' portfolio work should include a tracking sheet to show where the evidence for each assessment criterion is to be found. Some activities could produce evidence for more than one unit, which is acceptable as long as there is clear reference to this on the tracking sheet. Examples of tracking sheets are found in Appendix 2.

## Verification

### Internal Verification

Internal verification is the process of ensuring that everyone who assesses a particular unit in a centre is assessing to the same standards i.e. consistently and reliably. Internal verification activities will include: ensuring any stimulus or materials used for the purposes of assessment are fit for purpose; sampling assessments; standardisation of assessment decisions; standardisation of internal verification decisions. Internal Verifiers are also responsible for supporting assessors by providing constructive advice and guidance in relation to the qualification delivered.

Further information is available from the Resources/Key Documents section of the Ascentis website [www.ascentis.co.uk](http://www.ascentis.co.uk)

### External Verification

Recognised centres will be visited in accordance with a verification model that is considered most appropriate for the provision. More frequent verifications can be requested from the Ascentis Quality Assurance team, for which there is usually an additional charge. External verification will usually focus on the following areas:

- A review of the centres management of the regulated provision
- The levels of resources to support the delivery of the qualification, including both physical resources and staffing
- Ensuring the centre is using appropriate assessment methods and making appropriate assessment decisions according to Ascentis' requirements
- Ensuring the centre has appropriate internal quality assurance arrangements as outlined within the relevant qualification specification
- Checking that the centre is using appropriate administrative arrangements to support the function of delivery and assessment

External Verifiers will usually do this through discussion with the centre management team; assessment and Internal Quality Assurance staff; verifying a sample of learners' evidence; talking to learners, reviewing relevant centre documentation and systems.

### Knowledge, Understanding and Skills required of Assessors and Internal Verifiers

Assessors and those delivering these qualifications should hold a subject related qualification at a minimum of the level above in the area in which they are making assessment decisions / delivering the qualification or recent, extensive and relevant experience in the sector in which the qualification resides.

Centres are responsible for ensuring that all staff involved in the delivery of the qualification are appropriately qualified. Ascentis will not be held responsible for any issues that relate to centre staffing which could impact on the successful delivery, assessment and internal quality assurance of our qualifications.

Those delivering the qualification should preferably hold or be working towards a recognised teaching qualification. Assessors must be able to make appropriate assessment decisions. Internal Quality Assurers need to have knowledge and experience of the internal quality assurance processes.

Centres are required to ensure that appropriate training and support is in place for staff involved in the delivery, assessment and internal verification of Ascentis qualifications.

Ascentis offers free support for centres. Further information on the support that is available can be found on the Ascentis electronic portal or the Ascentis website.



## UNIT SPECIFICATIONS

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**Unit Title:** Forest School Programmes and the Woodland Environment

**Unit Reference Number:** A/504/7417

**Credit Value of Unit:** 3

**GLH of Unit:** 18

**Level of Unit:** 3

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the structures of woodlands.	1.1. Explain the vertical and horizontal ecological structures of British woodland. 1.2. Differentiate between broad leaved and coniferous woodland ecosystems.
2. Know how to identify a range of flora and fauna.	2.1. Identify a range of woodland flora and fauna for own site, detailing identifying traits for each item.
3. Understand the importance of flora and fauna identification for the Forest School Programme leader.	3.1. Explain the importance of flora and fauna identification for the Forest School leader.
4. Understand the management of woodlands as a sustainable learning environment.	4.1. Explain the sustainability of current and historic woodland management techniques in own location. 4.2. Explain ways to involve learners in sustainable woodland management.

### Assessment Method

Portfolio of Evidence

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Delivery of a Forest School Programme

**Unit Reference Number:** H/504/7413

**Credit Value of Unit:** 3

**GLH of Unit:** 15

**Level of Unit:** 3

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to deliver a Forest School programme.	1.1. Lead the first six in a series of planned Forest School sessions, demonstrating flexibility in response to individuals' needs.
2. Be able to assess the impact of Forest School on participants.	2.1. Observe three individuals and assess the impact of Forest School on their behaviour and learning.
	2.2. Make recommendations for further sessions aimed at progressing three individuals' learning and development.
3. Be able to evaluate a Forest School programme.	3.1. Evaluate each Forest School session and make amendments to next session plan as appropriate.
	3.2. Carry out a summative evaluation at the end of the initial six Forest School sessions and explain how this will inform future sessions.

### Assessment Method

Portfolio of Evidence

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Learning and Development at a Forest School Programme

**Unit Reference Number:** K/504/7414

**Credit Value of Unit:** 6

**GLH of Unit:** 30

**Level of Unit:** 3

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand relevant theories of learning and development and their application to a Forest School programme.	1.1. Summarise two recognised learning theories and explain their relevance to a Forest School programme. 1.2. Explain how learning theory has been applied to own Forest School programme.
2. Understand how a Forest School programme can support holistic development and learning.	2.1. Summarise the Forest School approach to learning. 2.2. Outline the concept of holistic development. 2.3. Explain how holistic development is facilitated through Forest School. 2.4. Explain how Forest School promotes self-esteem and emotional intelligence. 2.5. Explain ways in which Forest School fosters resilient, confident, independent and creative learners. 2.6. Explain how Forest School promotes appropriate risk taking and how this impacts on learning and development. 2.7. Evaluate the key principles of play and their relevance to Forest School. 2.8. Explain how learning and development through play has been implemented during own Forest School sessions.
3. Understand the impact of behaviour on learning and development at a Forest School programme.	3.1. Summarise factors affecting the behaviour of Forest School learners. 3.2. Explain how a learner's behaviour could impact on own and others' learning and development. 3.3. Evaluate methods of encouraging behaviour that is appropriate at Forest School.
4. Be able to reflect on own Forest School training.	4.1. Explain the role of the Forest School programme leader in promoting learning and development. 4.2. Summarise own personal development and learning during the Forest School training process and explain how this may inform own wider practice.

### Assessment Method

Portfolio of Evidence

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Planning a Forest School Programme  
**Unit Reference Number:** M/504/7415

**Credit Value of Unit:** 3

**GLH of Unit:** 15

**Level of Unit:** 3

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Understand the development of the Forest School ethos.	1.1. Summarise the history of Forest School <ul style="list-style-type: none"><li>• locally</li><li>• In the UK.</li></ul> 1.2. Evaluate two pieces of research on Forest School practice.
2. Understand the ecological impact of a Forest School programme.	2.1. Assess the ecological impact of running a Forest School Programme on own site. 2.2. Develop a three year management plan for the sustainable use of own Forest School area, based on the ecological impact assessment.
3. Know the relevant policies and procedures required for a Forest School programme.	3.1. Create a Forest School handbook containing relevant policies and procedures in line with statutory requirements and good practice specific to own client group and Forest School site. 3.2. Explain the process of managing risk and how it applies to Forest School. 3.3. Produce relevant risk assessment and risk - benefit assessments for own Forest School sessions.
4. Be able to plan a Forest School programme.	4.1. Plan initial six Forest School programme sessions, showing links to own client group's learning and development objectives and needs. 4.2. Develop a communication strategy to exchange information with: <ul style="list-style-type: none"><li>• those assisting a Forest School programme</li><li>• other interested parties.</li></ul>

### Assessment Method

Portfolio of Evidence

### Equivalences

N/A

## UNIT SPECIFICATIONS

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**Unit Title:** Practical Skills for a Forest School Programme

**Unit Reference Number:** T/504/7416

**Credit Value of Unit:** 3

**GLH of Unit:** 18

**Level of Unit:** 3

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### Introduction

Learning Outcomes	Assessment Criteria
The learner will:	The learner can:
1. Be able to facilitate a range of woodland skills appropriate to a Forest School programme.	1.1. Select and use personal protective equipment (PPE) for working in a range of situations at Forest School.
	1.2. Demonstrate how to safely use a range of hand tools and explain their use to client group at Forest School.
	1.3. Demonstrate the safe checking, cleaning, maintenance and storage of tools at Forest School.
	1.4. Train learners in the tying and use of a range of knots at Forest School and explain how this can be taught to client group.
	1.5. Demonstrate how to make a range of different items using natural woodland materials and explain how this can be taught to client group.
	1.6. Erect a temporary shelter, using a tarpaulin and ropes.
	1.7. Explain how to erect a temporary shelter, making use of woodland materials.
2. Be able to facilitate campfire management appropriate to a Forest School programme.	2.1. Demonstrate safe siting, lighting and management of a campfire and the surrounding area and explain how this can be taught to client group.
	2.2. Demonstrate simple methods of cooking over a campfire with due regard to basic food hygiene and explain how this can be taught to client group.
	2.3. Demonstrate how to safely extinguish a campfire, and explain how this can be taught to client group.
	2.4. Demonstrate how to leave a permanent fire site safe.
	2.5. Demonstrate how to remove evidence of a temporary fire.

### Assessment Method

Portfolio of Evidence

### Equivalences

N/A

## APPENDIX 1

### Summary Record of Achievement

#### 600/8963/5 Ascentis Level 3 Certificate in Forest School Programme Leadership

Unit Title	Level	Credit Value	Date completed	Assessor Signature	Internal Verifier Signature (if sampled)
Forest School Programmes and the Woodland Environment	3	3			
Delivery of a Forest School Programme	3	3			
Learning and Development at a Forest School Programme	3	6			
Planning a Forest School Programme	3	3			
Practical Skills for a Forest School Programme	3	3			

Learner Name \_\_\_\_\_

Minimum Credit Value of Qualification 18

I confirm that the minimum number of credits have been achieved in order for a claim for certification to be made. I can confirm that the credit has been achieved from the correct combination of mandatory and optional units as specified within the Rules of Combination.

Assessor Signature \_\_\_\_\_

Internal Verifier Signature (if sampled) \_\_\_\_\_

**Tracking Sheet****A/504/7417**

Forest School Programmes and the Woodland Environment

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Explain the vertical and horizontal ecological structures of British woodland.				
1.2. Differentiate between broad leaved and coniferous woodland ecosystems.				
2.1 Identify a range of woodland flora and fauna for own site, detailing identifying traits for each item.				
3.1 Explain the importance of flora and fauna identification for the Forest School leader.				
4.1 Explain the sustainability of current and historic woodland management techniques in own location.				
4.2. Explain ways to involve learners in sustainable woodland management.				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 2

### Tracking Sheet

**H/504/7413**

Delivery of a Forest School Programme

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Lead the first six in a series of planned Forest School sessions, demonstrating flexibility in response to individuals' needs.				
2.1 Observe three individuals and assess the impact of Forest School on their behaviour and learning.				
2.2. Make recommendations for further sessions aimed at progressing three individuals' learning and development.				
3.1 Evaluate each Forest School session and make amendments to next session plan as appropriate.				
3.2. Carry out a summative evaluation at the end of the initial six Forest School sessions and explain how this will inform future sessions.				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_



## Tracking Sheet

K/504/7414

Learning and Development at a Forest School Programme

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Summarise two recognised learning theories and explain their relevance to a Forest School programme.				
1.2. Explain how learning theory has been applied to own Forest School programme.				
2.1 Summarise the Forest School approach to learning.				
2.2. Outline the concept of holistic development.				
2.3. Explain how holistic development is facilitated through Forest School.				
2.4. Explain how Forest School promotes self-esteem and emotional intelligence.				
2.5. Explain ways in which Forest School fosters resilient, confident, independent and creative learners.				
2.6. Explain how Forest School promotes appropriate risk taking and how this impacts on learning and development.				
2_7. Evaluate the key principles of play and their relevance to Forest School.				
2_8. Explain how learning and development through play has been implemented during own Forest School sessions.				
3.1 Summarise factors affecting the behaviour of Forest School learners.				
3.2. Explain how a learner's behaviour could impact on own and others' learning and development.				
3.3. Evaluate methods of encouraging behaviour that is appropriate at Forest School.				
4.1 Explain the role of the Forest School programme leader in promoting learning and development.				
4.2. Summarise own personal development and learning during the Forest School training process and explain how this may inform own wider practice.				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 2

### Tracking Sheet

**M/504/7415**

Planning a Forest School Programme

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Summarise the history of Forest School				
* locally				
* In the UK.				
1.2. Evaluate two pieces of research on Forest School practice.				
2.1 Assess the ecological impact of running a Forest School Programme on own site.				
2.2. Develop a three year management plan for the sustainable use of own Forest School area, based on the ecological impact assessment.				
3.1 Create a Forest School handbook containing relevant policies and procedures in line with statutory requirements and good practice specific to own client group and Forest School site.				
3.2. Explain the process of managing risk and how it applies to Forest School.				
3.3. Produce relevant risk assessment and risk - benefit assessments for own Forest School sessions.				
4.1 Plan initial six Forest School programme sessions, showing links to own client group's learning and development objectives and needs.				
4.2. Develop a communication strategy to exchange information with:				
* those assisting a Forest School programme				
* other interested parties.				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_

## APPENDIX 2

### Tracking Sheet

**T/504/7416**

Practical Skills for a Forest School Programme

Criteria	Assessment Method	Evidence Details	Portfolio Reference	Completion Date
1.1 Select and use personal protective equipment (PPE) for working in a range of situations at Forest School.				
1.2. Demonstrate how to safely use a range of hand tools and explain their use to client group at Forest School.				
1.3. Demonstrate the safe checking, cleaning, maintenance and storage of tools at Forest School.				
1.4. Train learners in the tying and use of a range of knots at Forest School and explain how this can be taught to client group.				
1.5. Demonstrate how to make a range of different items using natural woodland materials and explain how this can be taught to client group.				
1.6. Erect a temporary shelter, using a tarpaulin and ropes.				
1.7. Explain how to erect a temporary shelter, making use of woodland materials.				
2.1 Demonstrate safe siting, lighting and management of a campfire and the surrounding area and explain how this can be taught to client group.				
2.2. Demonstrate simple methods of cooking over a campfire with due regard to basic food hygiene and explain how this can be taught to client group.				
2.3. Demonstrate how to safely extinguish a campfire, and explain how this can be taught to client group.				
2.4. Demonstrate how to leave a permanent fire site safe.				
2.5. Demonstrate how to remove evidence of a temporary fire.				

**The above evidence has been assessed against the standards and has been judged for validity, authenticity, currency, reliability and sufficiency.**

Learner Signature \_\_\_\_\_ Date \_\_\_\_\_

Assessor Signature \_\_\_\_\_ Date \_\_\_\_\_

Internal Verifier (if sampled) \_\_\_\_\_ Date \_\_\_\_\_